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ABSTRACT

The validity of the Training Benefit Forecasting Method (TBFM) was studied in a Grammar and Punctuation Program conducted at Onan Corporation. The target population was composed of 10 workers who handled the document production in the organization's word processing center. Based on information gathered from the course instructor, participants, and the head of the work group, it seemed appropriate to focus on hours of saved time as the unit of measure for the results of the program (in the sense of efficiency at reduced number of reworked projects). The training program was not attended by the target population; most program participants were from other areas. Prior to the training, the participants had no common job performance requirements or documentation of individual work performance related to grammar and punctuation. Furthermore, the investigators were unable to unearth a reasonable quantity and quality of data. Participants' outcome expectations were not aligned with the training program purpose. Participants had a very positive attitude about the training experience. It was not feasible to equate or evaluate the training program outcome expectations to any actual outcomes that may have occurred. (Appendixes, amounting to over four-fifths of the report, include instruments to survey training needs and survey results.) (YLB)

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TRAINING AND DEVELOPMENT RESEARCH CENTER

PROJECT NUMBER THREE

VALIDATION OF THE TRAINING BENEFIT FORECASTING METHOD: GRAMMAR AND PUNCTUATION TRAINING

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July 1984

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DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION • ST. PAUL, MINNESOTA

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Training Situation

This study of the validity of the Training Benefit Forecast Model was conducted in the Onan Corporation located in Fridley, Minnesota.

Onan is a manufacturing organization which supplies diesel and gasoline engines to industrial equipment manufacturers, portable generator sets and electronic power conditioning equipment and uninterruptable power supplies for use in the computer industry.

Target Program

The specific program addressed in this validation effort was a Grammar and Punctuation Training Program conducted at Onan in February of 1984. The training program was delivered on-site at Onan and participants attended sessions which were scheduled after normal work hours. Each session was 1.5 hours and one session was scheduled per week over a 13-week period.

Target Population

The target population was the ten workers who handled the document production in the organization's word processing center.

The workers within the word processing center produced final and/or draft documents from handwritten or rough typed drafts prepared by management, supervisory, and non-technical personnel from throughout the organization.

Data: Discussion and Analysis

Prior to the training program being initiated, the head of the word processing center at Onan Corporation shared with the training department the concern that while some of the workers possessed good grammatical skills, they lacked the confidence to maintain their positions on editing corrections when challenged by department users who had submitted work for typing. Two surveys were conducted to explore the problem areas. One survey targeted the word

processing operators and the other the users of the center. The operators' survey results identified grammatical areas in need of improvement. The users' survey results indicated that in addition to the need for improved grammatical skills, the long turnaround time for submitted work was a problem.

It was hypothesized by corporate training that the training effort would improve the typists' knowledge and confidence in applying correct grammatical rules. This decision was carried out by the hiring of an outside consultant to provide training.

Research Activities

The first activity undertaken by the investigator was to hold a series of meetings with the course instructor, course participants, and the head of the work group in order to identify the performance unit of measure that would be the measurable variable affected by the training effort. The focus of the discussions was to identify the performance unit of measure that fit into one or more of the following categories: quality, quantity, and/or efficiency. The expected result was a reduction in time either to produce a completed project or to rework a project.

Based on the information gathered, it seemed appropriate to focus on hours of saved time as unit of measure for the results of the program (in the sense of efficiency at reduced number of reworked projects).

This approach was then discussed with a grammar and punctuation expert. In this case, the instructor of the course. In the first meeting with the course instructor, the features of the training benefit forecasting model and the idea of comparing word processing operation time efficiency before, during, and after the training program were explained.

The instructor suggested that by using information found on the lower portion of the word processing request forms and also by auditing the word processor memory records, that the idea could work.

Difficulties and Problems

While the course was designed for word processor operators, it was discovered well into the investigation that only one such person took the training course. The rest of the program participants were from other areas and included: four executive office administrators, three secretaries, one draftsman, one employee relations representative, one associate employee relations representative, and one human resources coordinator. Additionally, there were no useful pre- or post-assessments conducted on the participants to provide for a basis of measuring job performance change or knowledge acquisition.

In an attempt to identify changes in work performance as a result of the training, an effort was made to collect a work sample before, during, and after the training from one of the executive office administrators. The sample lacked volume due to barriers in releasing confidential materials. Another contributing factor to the low volume of work sample was the diversity of tasks performed by these people, as well as the irregularity of their involvement in word processing activity. As a result, their work performance related to grammar and punctuation was difficult to quantify for research purposes.

The same was true for the secretaries for whom almost no specific performance standards apply except for such specifics as number of words per minute, although there are subjective performance evaluations conducted once a year. Retrieval of specific information related to secretarial performance was unsuccessful due to intermittance of tasks (word processing, answering the phone, some administrative duties, etc....) and irregularity of time spent on those tasks.

Although the word processing personnels' performance appeared to be more easily quantified because of their more uniform tasks and availability of time

records of their performance, there was only one word processing operator who took the training. Because it is not a practice to save original draft, inputs into the word processors, no pre-training work sample was available. In addition, the self-reported good feelings about improved confidence could not be taken as a representative sample of the training outcome for the target group.

When the investigator examined the outcomes of the training as perceived by those participants who were not administrative or clerical in nature, quantification became impossible. A major reason was that the intent of the training did not match with the reasons for the participant taking the training. For example, the draftsman who was from Afghanistan took the class basically to improve his English. When asked if the training program had helped him to be more fluent in the English language, he reported that he had a lot more confidence in himself now, even though as a draftsman he did not think that it was essential to be fluent in the English language on the job. In addition, he reported that he could help his children with their school assignments at home and a "whole lot more." The draftsman's supervisor indicated that there was no way for him to quantify his draftsman's improved performance. He added, "this is one of those things that I have a good feeling about rather than anything else."

Summary

Somewhere between the conclusion of the needs assessment of the target training population and the delivery of the training program, a decision was made to open the training program to all interested individuals. Thus, there were several variables which impaired the ability of the investigators to determine the actual costs and benefits associated with this training effort. First, the training program was not attended by the target population. The outcome expectations of the participants were not aligned with the

training program purpose. As it turns out, the participants and the investigators had difficulty identifying the specific effect of the training on job performance. Simultaneously, the participants reported that the training was good, important, and beneficial.

The second variable was that prior to the training, the participants had no common job performance requirements or documentation of individual work performances related to grammar and punctuation. Furthermore, the investigators were unable to unearth a reasonable quantity and quality of data.

The participants had a very positive attitude about the training experience. Unfortunately for the reasons summarized above, it is not feasible to equate or evaluate the training program outcome expectations to any actual outcomes that may have occurred. Given the very low cost of the training and the attention that it focused on a neglected group of employees, the corporation could very easily justify the training as having important non-financial benefits.

APPENDIX A

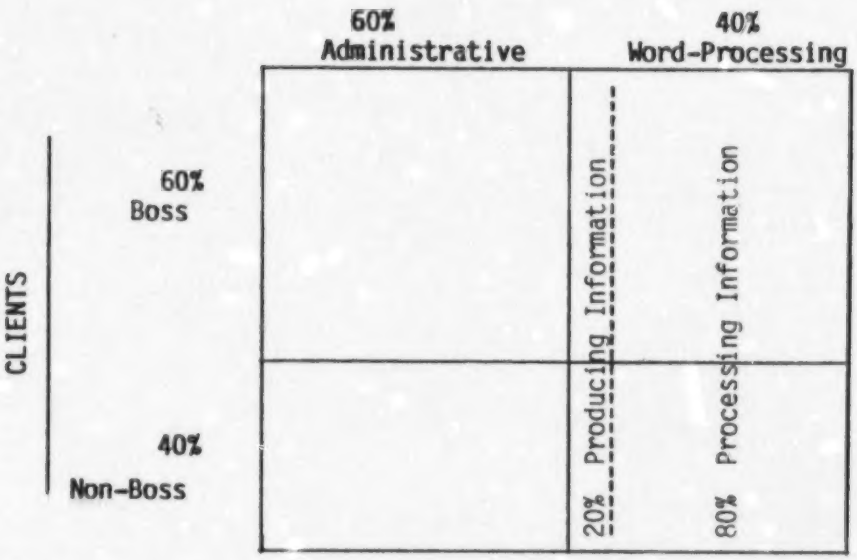
EXECUTIVE OFFICE ADMINISTRATION

Analysis of Time Allocation
Work Sample

WORK PROFILE

EXECUTIVE OFFICE ADMINISTRATION

Job Functions



November 8 1985

ALTERNATIVE #2

DESIGN AND CONSTRUCTION OF EXTENDABLE BUILDING

SPECIFICALLY TO SUIT ONAN REQUIREMENTS

Basic Building Shell

Production Area	1,260 M^2	13,563 $Ft.^2$
Office Area	384 M^2	4,133 $Ft.^2$
Toilets and Neutral Areas	204 M^2	2,196 $Ft.^2$
TOTAL COVERED AREA	1,848 M^2	19,892 $Ft.^2$

Outline Specifications and Schedule of Finishes

External Areas and Surfaces

Building will comprise of piled frame foundation (nominal depth to set 10M), and structural steel framing.

1st Story Slab - reinforced concrete on ground
2nd Story Slab - reinforced contrete fully suspended on steel or concrete framing.

Office area will be clad either face brickwork or brickwork plastered and painted, incorporating tinted single glazed windows.

Production area will be clad in colorbond metal panels - Lysaghts timdek or equivalent with rear wall designed to be unbolted and reused in the event of later building extension.

Roofing will be insulated colorbond metal decking - Lysaghts trimdek or equivalent.

Roadways to three sides of building including carparking to suit Authority requirements.

All necessary fences, gates, planting and landscaping, drains, etc., to suit Authority requirements.

NOTE: A loading dock has been incorporated at the rear of the building. At this state, it is assumed that neutral ground slope will allow dock installation without requiring major earthworks.

Two simple load dock levellers have been included.

7 May 1984

WOKINGHAM

The following is the action plan George and I discussed:

1. Office - CFV to have BWBR do two layouts. One is open office and the other is conventional with cost estimates. CFV to meet with BWBR on 5/15/84. CFV to send layouts to GVG for further discussion with Matt Andrews and UK staff for "localizing." To be finalized during CFV trip.

2. Construction Items besides Office -
   a. Signage - CFV to send spec to GVG. We (GVG and CFV) must come up with proper names, i.e., Onan UK BV? and Matt Andrews will need to finalize with sign vendor.

   b. Fuel tank with day tank to be discussed with Matt, Dave Cutter and CFV.

   c. Engine Running - Muffler system, layout and day tank, locations, etc., and local codes. Matt, attorney, Cutter, Vrba.

   d. Phone - GVG had one meeting with telephone company. To review with CFV and GVG.

   e. Power points and lighting - Matt, CFV. Matt looking at. To be finalized with GVG and CFV during trip.

   f. Scale - Discuss with Cutter, GVG and CFV for resolution.

   g. Layout - Review and finawlize with Cutter, Matt, GVG and CFV.

   h. Local Codes - Matt and attorney.

   i. Bonded Warehouse - GVG to find out if we can have a bonded warehouse.

3. Equipment - Matt, Cutter and CFV to finalize.

4. Devise Schedule - Cutter, GVG, CFV, Matt.

5. Revise Budget - Cutter, GVG, CFV

GVG will call May 23 or 24 to set up date for me to travel to UK. Preliminary time is May 29 or June 1. Dave Cutter will oversee the project in the UK and I will include him in my activities during the trip so that he can handle the project details on site.

WOKINGHAM

Enclosed are the following blueprints to be utilized in the muffler system for the subject operation. A DL6T set was used as as baseline.

155-1748	Critical Muffler
155-1793	Thimble 6" wall
155-1801	" 12" wall
155-1809	" 18" wall
155-1817	" 24" wall
155-1828	Condensate Trays
155-1966	Exhaust Pipe Package
155-0777	Exhaust Tubing Assembly
505-0601	Flange
505-0608	Gasket
155-0986	Rain Cap

These are standard items available from Fridley. The critical muffler is rated such that it will reduce exhaust noise by 30DBa at 10 meters, or assuming the "L" is 100 DBa, we would have 70 DBa at 10 meters. Choose one of the four thimbles if necessary.

Also enclosed is Technical Report, No. 6463-82-0007, entitled "Noise Source Identification Studies on a 20KW DL4 Generator Set", dated 5/26/82. Please share these drawings and report with Dave Cutter so that he and Matt Andrews can finalize the exhaust system, and find out price and delivery of Fridley parts, plus locally fabricated parts such as stand straps, mounting, etc. Additional pieces will be necessary to adapt to various engines and have piping flexible enough to attach to engine. Also, there is a need for a stiff 3" pipe coming from the muffler exhaust side to the top of the roof and perhaps capped with a 90" elbow. I hesitate to use a rain cap since it makes more noise. These pieces will have to be procured locally, or perhaps supplied by our distributor. I understand we will mount the muffler on the west wall since the south wall is closer to the residential area. Good idea.

Please have Dave tie together loose ends and also with Matt to finalize the design.

II. SINGAPORE

A. ACTIVITIES

- Proceeding with Bill of Material format and process sheets.
- Fridley Materials Department agrees with approach on orders placed on Fridley.
- Computer system numbers being received.
- Test cell concept proceeding.
- Requested Worthington quote sub-base and related pieces.

B. ISSUES

- Decision on Worthington/Masoneilan-Onan marriage/divorce - pair vs. triad vs. single.
- Who pays for building?
- Decision on organization.
- Price levels on Class B.
- Business systems.
- Finalization of processing and facility requirements.
- Timing of initial order and forecast, plus product line-up and phasing.
- Impact of Stamford/Newage.
- Schedules.

5/17/84
C.V.

APPENDIX B

HOLTE MEMO

In-house Training for Word Processing

McGRAW-EDISON

Cmon

To Sue Petersen Date October 7, 1983

cc:
Carol Sorensen MN01-1930 From Nanita Holte

Internal Correspondence

Subject
IN-HOUSE TRAINING FOR WORD PROCESSING

RE: Meeting of Carol Sorenson, Sue Petersen, and Nanita Holte on October 6, 1983

After receiving Carol's memo of September 16, 1983, a list of questions were generated to probe the needs of the department, who wanted the in-house training, which are as follows:

1. Who was the original source for suggesting the training?
2. What level of authority initiated the possibilities?
3. What does Carol perceive their problem(s) to be?
4. What are the corporate performance goals for this area?
5. Who sets these goals?
6. Are these goals realistic?
7. Is the problem lack of skill or forgotten from the original learning?
8. Will everybody need the training or is intensive training needed for only a few?
9. Do all the people do all tasks or do certain people do more difficult tasks?
10. Is there a reward system?
11. What is the reward system?
12. Is there punishment for unacceptable work?
13. Are there obstacles to performance?
    a. What is expected?
    b. When is it expected?
    c. Are there competing demands?
14. Is an evaluation of the projects existent? e.g. if the projects are returned and how many times.

RE: Meeting of Carol Sorenson, Sue Petersen, and Nanita Holte on October 6, 1983

15. Do you measure output? i.e. number of lines.

16. Is there a large or rapid turnover of employees, and do they go internally or to other companies?

The information that evolved from the 11:00 a.m., October 6, 1983, meeting is summarized below.

Carol, as the head of her department, is the person who felt the strong need for in-house training. She felt that some of the people did know correct grammatical skills but lacked the confidence to maintain their positions when challenged by the department users. This, she felt, stemmed from lack of correct skills rather than forgetting them. She had consulted with her superior, Larry Kaiser, and after receiving his support, sent the September 16, 1983, memo to us.

The perceived problems appeared to cover mainly sentence structure and other grammatical skills but she conceded that it could possibly cover many other areas from the list below.

- Punctuation marks
  - dash
  - parentheses
  - quotation marks
  - underscore
  - brackets for quoted extract
- Capitalization - special rules
- Numbers - expressing:
  - figures
  - words
  - Roman numerals
- Abbreviations
- Plurals and possessives: forming
- Spelling
  - words that sound or look alike
  - troublesome words
- Compound words
- Word division
- Grammar
  - pronouns
  - adjectives and adverbs
  - negatives
  - prepositions
  - sentence structure
- Typing
  - letters
  - memos
  - manuscripts
  - tables

RE: Meeting of Carol Sorenson, Sue Petersen, and Nanita Holte on October 6, 1983

There are no corporate goals but Carol has set goals with each employee through MBO's used for performance appraisals. The performance grading is a means for determining salary increase at the once-a-year review. This is done by measuring the number of pages of output. Previously, if an employee received a level 4, s/he could receive their increase earlier than a level 3 person. However, my impression is that since this is no longer true, the motivation to do as well has decreased.

All of the department personnel handle all range of typing projects submitted. There aren't specialists for the more difficult projects. This means that all the employees must have generalist and specialist backgrounds for the possible projects that could be submitted. Since there are approximately 250 departments from which projects could be submitted, the range of skills needs to be comprehensive.

There are no reward systems established except for the performance appraisals. If there is a problem with a project, the user goes directly to the processing operator. This means they get the negative feedback immediately. However, no one every gives them positive feedback, or only rarely. There doesn't appear to be a punishment system, but only negative feedback is a system in itself.

In spite of the problems, turnover is very low. A few years ago turnover was high, but that is no longer true. Most of the employees have been in the department for four years or longer.

It was suggested that by contacting some of the department users, we might get their perceived indication of the departments' trouble areas. Carol suggested

John Palm*
Larry Kaiser
Steve Nelson
Russ Bjork
Joan Charnas

Carol feels that her whole department would benefit from the training, but from her experience as a secretary for ten years at Onan's, also felt that there may be many other secretaries or areas that would benefit from a program of this nature.

APPENDIX C

Operator Training and Development Survey

McGRAW-EDISON

Onan

Internal Correspondence

To

Word Processing Operators

Date

November 10, 1983

From

Nanita Holte

Subject

Training and Development Survey

In order to plan an appropriate course for your center, the following survey should be filled out to help us target any potential opportunity areas. The course will be designed for your specific department, but others in the company may participate if they wish to do so.

According to the work you produce, please rate each item with an "X" on the scale, "Needs Improvement", "Sometimes Correct", or "Always Correct". When you have finished rating each item, go over the items and place a check (✓) to the right of the scale to indicate those areas which are necessary in your job.

This survey should take about 20 minutes to complete. I thank you for your time in helping us to evaluate what areas should be included in a training program for you.

	Needs Improvement	Sometimes Correct	Always Correct
PUNCTUATION MARKS:			
Major Marks - period, question mark, exclamation point, comma			
Major marks - semicolon, colon			
Other marks - dash			
Other marks - parenthesis, ellipsis marks, asterisk			
Other marks - quotation marks			
Other marks - underscore			
CAPITALIZATION:			
Basic rules			
Proper nouns, common nouns			
Personal names, titles with personal names			
Names of organizations, names of government bodies			
Names of places, points of compass			
Programs, movements, or concepts, races, peoples, language, religions			
Nouns with numbers or letters			
Hyphenated words			
NUMBERS:			
Figure style			
Word style			
Special rules - dates, money			
Special rules - at the beginning of a sentence			
Special rules - indefinite numbers and amounts, ordinal numbers, fractions			
Special rules - measurements, periods of time, clock time			
Special rules - decimals, percentages, ratios and proportions			
Special rules - No. or # with figures			
Special rules - adjacent numbers, numbers in a sequence, expressing numbers in Roman numerals			

ABBREVIATIONS:	Needs Improvement	Sometimes Correct	Always Correct
Basic rules - missuse of abbreviations, punctuation and spacing with abbreviations	[	+	]
Basic rules - capitalization and hyphenation	[	+	]
Special rules - personal names and initials, names of organizations, acronyms, names of government and international agencies	[	+	]
Special rules - customary measurements (lb, oz)	[	+	]
Special rules - chemical and mathematical expressions	[	+	]
Special rules - business expressions (fob, Cr.)	[	+	]

PLURALS AND POSSESSIVES:			
Forming plurals - basic rules	[	+	]
Forming plurals - nouns ending in S, X, Ch, Sh, Z, Y, O F, FE, or FF	[	+	]
Forming plurals - nouns with irregular plurals	[	+	]
Forming plurals - compound nouns	[	+	]
Forming plurals - foreign nouns, personal titles	[	+	]
Forming possessives - possessives vs description	[	+	]
Forming possessives - singular nouns, plurals nouns, compound nouns, pronouns	[	+	]
Forming possessives - abbreviations, personal and organizational names	[	+	]
Forming possessives - nouns in apposition, possessives standing alone, inanimate possessives	[	+	]
Forming possessives - possessives in "of" phrases	[	+	]
Forming possessives - possessives modifying possessives	[	+	]

SPELLING:			
Spelling guides, when a final consonant is doubled or not doubled	[	+	]
Spelling guides - final silent "e", when final "y" is changed to "i", "ei" and "ie" words	[	+	]
Spelling guides - words ending in "able" and "ible", "ant/ance" and "ent/ence", "ize, isc, and yze", and "cede, ceed, sede"	[	+	]

	Needs Improvement	Sometimes Correct	Always Correct
GRAMMAR: continued			
Verbs - verbs following "wish" clauses, "if" clauses, "as if" or "as thought" clauses	[	+	]
Verbs - infinitives	[	+	]
Pronouns - agreementwith antecedents: basic rules	[	+	]
Pronouns - agreement with common-gender antecedents, indefinite-pronoun antecedents	[	+	]
Pronouns - personal, compound personal pronouns	[	+	]
Pronouns - interrogative and relative pronouns: who and and whom; who, which, and that; whose and who's	[	+	]
Pronouns - pronouns with "to be"	[	+	]
Pronouns - troublesome pronouns (anyone/any one)	[	+	]
Adjectives and adverbs	[	+	]
Negatives	[	+	]
Prepositions - superfluous prepositions, necessary prepositions, and prepositions at end of sentences	[	+	]
Sentence structure - parallel structure	[	+	]
Sentence structure - dangling construction	[	+	]
Sentence structure - participial phrases, infinitive phrases, prepositional-gerund phrases, elliptical clauses	[	+	]
TYPE OF INPUT:			
Letters and memos - letter placement (margins, etc)	[	+	]
Letters and memos - punctuation pattern	[	+	]
Letters and memo - date line	[	+	]
Manuscripts - margins	[	+	]
Manuscripts - page numbering	[	+	]
Manuscripts - front matter, bibliographies	[	+	]
Manuscripts - footnotes, patterns for reference footnotes	[	+	]
Tables and statistical reports - vertical and horizontal placement	[	+	]
Tables and statistical reports - column headings	[	+	]
Tables and statistical reports - table footnotes	[	+	]

Please indicate the frequency, in percentages, of input that you produce for department users.

Letters _____%

Memos _____%

Manuscripts _____%

Tables _____%

Statistical reports _____%

Other (specify) _____%

APPENDIX D

Word Processing Center Users Survey

To

Word Processing
Center Users

Date

12-20-83

From

Carol Sorenson

Subject

WORD PROCESSING SURVEY

Onan

Internal
Correspondence

To improve service given by the Word Processing Center, we are conducting a survey to identify areas of business communications which you would like to see improved.

DIRECTIONS: Using the materials returned to you from the Word Processing Center as a basis:

1. Rate with an "X" on the scale that runs from Not Acceptable to Highly Accurate with your appropriate response on the rating of 1 to 6.

2 This survey will take approximately 10 minutes for you to complete. Please return your survey to Nanita Holte, MN20-1023, Training and Development, by Tuesday, December 22, 1983 for evaluation. Do not send them back to me.

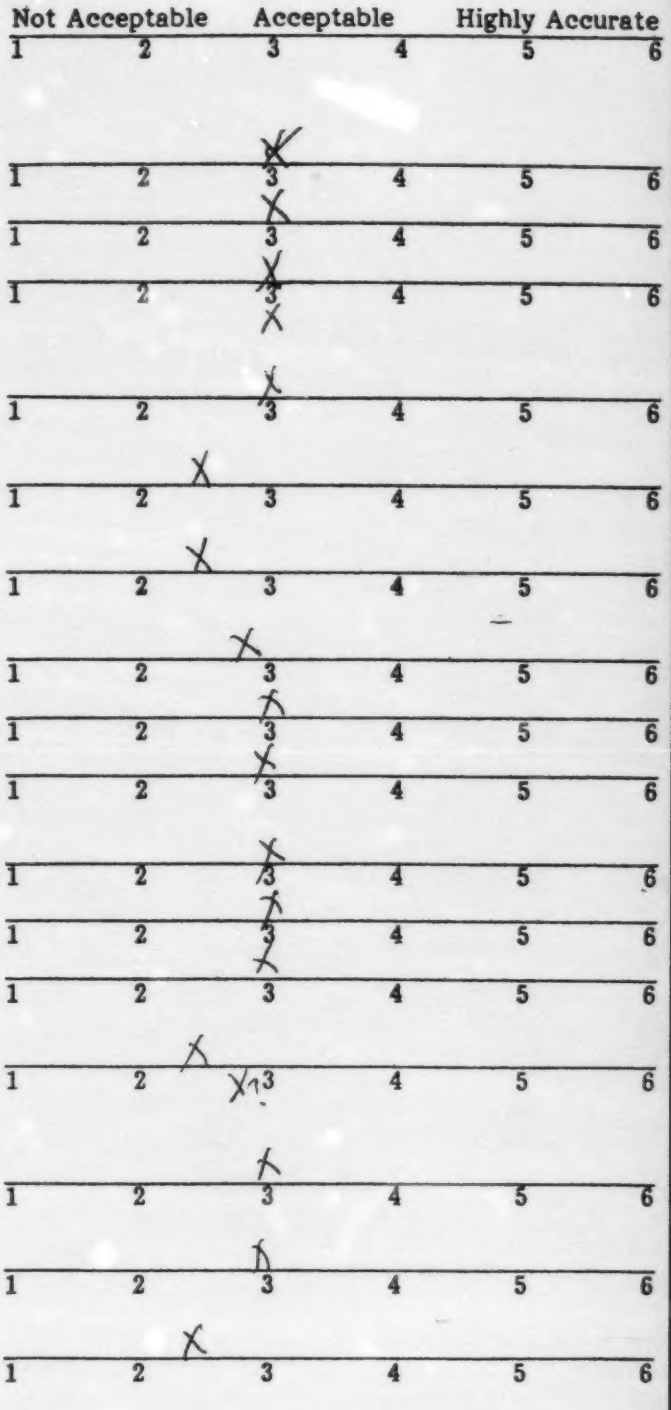
Thank you for your time in this matter.

Carol Sorenson
kjs

3.

TRAINING AND DEVELOPMENT SURVEY
ONAN CORPORATION

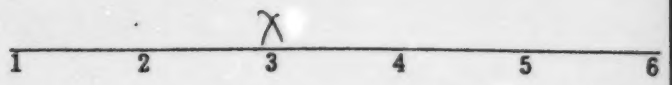
According to your experience with the word processing service, please indicate your judgment of the accuracy of the material returned to you.



1. Punctuation Marks
   a. Major Marks (. ? ! ,)
   b. Other Marks (( ) * " " ___ ' :)
2. Capitalization
3. Numbers
   a. Appropriate use of figure style (3, 5, 80, ext.)
   b. Appropriate use of word style (three, five, eighty, etc.)
   c. Special uses in dates, money, fractions, percentages, etc.
4. Use of Abbreviations
5. Appropriate Spellings of Plurals
6. Appropriate Spellings and Punctuation of Words Showing Possession
7. Spelling of Regular Words
8. Spelling of Names and Special Words
9. Handling of Compound Words, Prefixes, and Suffixes
10. Division of Words
11. Grammar
    a. Agreement of subject and verb in tense and number
    b. Agreement of pronouns with anticidents
    c. Clear sentence structure

12. Type of Input

a. Form and mechanics of memos and letters



b. Form and mechanics of manuscripts

c. Form and mechanics of tables and statistical reports

13. Please indicate approximate percentages of your use of word processing in each of the following areas.

Letters 0 %

Memos 0 %

Manuscripts 100 %

Tables 0 %

Statistical Reports 100 %

Other ____ %

List To long to get typing done —

BF/av/DsB

APPENDIX E

Operator Survey Results

TRAINING AND DEVELOPMENT SURVEY

RECAP

Carol LaRock 574 5757

	Needs Improvement 1	2	Sometimes Correct 3	4	Always Correct 5
PUNCTUATION MARKS:					
Major Marks - period, question mark, exclamation point, comma 5+5+3.5+2			(3.87)		
Major marks - semicolon, colon 3+3+4+2			(3.00)	X	
Other marks - dash 3+3+4+2			(3.00)	X	
Other marks - parenthesis, ellipsis marks, asterisk 3+3+4+2			(3.00)	X	
Other marks - quotation marks 3+1+4+2			(2.50)		
Other marks - underscore 5+3+4+2			(3.50)		
CAPITALIZATION:					
Basic rules 5+5+3.5+3.5			(4.25)		
Proper nouns, common nouns 5+3+3.5+3.5			(3.75)		
Personal names, titles with personal names 5+3+4+3.5			(3.87)		
Names of organizations, names of government bodies 5+3+4+3.5			(3.87)		
Names of places, points of compass 5+5+4+3.5			(4.37)		
Programs, movements, or concepts, races, peoples, language, religions 3+3+4+2			(3.00)	X	
Nouns with numbers or letters 5+1+4+2			(3.00)	X	
Hyphenated words 5+1+2.5+2			(2.62)		
NUMBERS:					
Figure style 5+3+4+4			(4.00)		
Word style 5+3+4+4			(4.00)		
Special rules - dates, money 5+3+4+4			(4.00)		
Special rules - at the beginning of a sentence 5+1+4+2			(3.00)	X	
Special rules - indefinite numbers and amounts, ordinal numbers, fractions 5+1+3.5+4			(3.37)		
Special rules - measurements, periods of time, clock time 5+3+4+4			(4.00)		
Special rules - decimals, percentages, ratios and proportions 5+1+3.5+4			(3.37)		
Special rules - No. or # with figures 5+3+3.5+4			(3.87)		
Special rules - adjacent numbers, numbers in a sequence, expressing numbers in Roman numerals 5+1+4+2			(3.00)	X	

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TRAINING AND DEVELOPMENT SURVEY

ABBREVIATIONS:	Needs Improvement	Sometimes Correct	Always Correct
Basic rules - missuse of abbreviations, punctuation and spacing with abbreviations 3+1+4+2	(2.50)		
Basic rules - capitalization and hyphenation 3+1+4+2	(2.50)		
Special rules - personal names and initials, names of organizations, acronyms, names of government and international agencies 3+1+4+2	(3.50)		
Special rules - customary measurements (lb, oz) 5+1+4+2	(3.00)	X	
Special rules - chemical and mathematical expressions 3+1+2.5+2	(2.12)		
Special rules - business expressions (fob, Cr.) 3+1+2.5+2	(2.12)		

PLURALS AND POSSESSIVES:			
Forming plurals - basic rules 5+3+4+4	(4.00)		
Forming plurals - nouns ending in S, X, Ch, Sh, Z, Y, O F, FE, or FF 5+1+3.5+4	(3.37)		
Forming plurals - nouns with irregular plurals 5+3+3+4	(3.75)		
Forming plurals - compound nouns 5+3+2+4	(3.50)		
Forming plurals - foreign nouns, personal titles 5+3+3.5+2	(3.37)		
Forming possessives - possessives vs description 5+1+4+4	(3.50)		
Forming possessives - singular nouns, plurals nouns, compound nouns, pronouns 5+3+3.5+4	(3.87)		
Forming possessives - abbreviations, personal and organizational names 5+3+3.5+4	(3.87)		
Forming possessives - nouns in apposition, possessives standing alone, inanimate possessives 5+1__+2	(2.66)		
Forming possessives - possessives in "of" phrases 5+1+2.5+2	(2.62)		
Forming possessives - possessives modifying possessives 5+1+3+2	(2.75)		

SPELLING:			
Spelling guides, when a final consonant is doubled or not doubled 3+3+4+4	(3.50)		
Spelling guides - final silent "e", when final "y" is changed to "i", "ei" and "ie" words 5+3+4+4	(4.00)		
Spelling guides - words ending in "able" and "ible", "ant/ance" and "ent/ence", "ize, isc, and yze", and "cede, ceed, sede" 5+1+4+4	(3.50)		

TRAINING AND DEVELOPMENT SURVEY

	Needs Improvement 1	2	Sometimes Correct 3	4	Always Correct 5
SPELLING: continued					
Words that sound alike or look alike 3+5+4.5+4	[	(4.12)	-----	+	-----	+	----]
COMPOUND WORDS:					
Compound nouns, compound verbs 5+3+4+2	[		(3.50) ----------	+	--	+	--------]
Compound adjectives 5+3+4+2	[		(3.50) ----------	+	--	+	--------]
Prefixes and suffices 5+3+4.5+4	[	(4.12)	-----	+	-----	+	----]
Sometime one word, sometimes two words (already/all ready) 3+3+4.5+4	[		(3.75) ----------	+	---	+	-------]
WORD DIVISION:					
Basic rules 3+3+5+2	[		(3.25) ----------	+	-	+	---------]
Breaks within word groups 3+3+5+2	[		(3.25) ----------	+	-	+	---------]
By syllabication 3+1+5+2	[		(2.75) --------	+	-	+	----------]
GRAMMAR:					
Subjects and verb - basic rule of agreement 5+3+4+2	[		(3.50) ----------	+	--	+	--------]
Subjects and verb - subjects joined by "and", "or" or similiar connectives 5+3+4+2	[		(3.50) ----------	+	--	+	--------]
Subjects and verb - intervening phrases and clauses 5+3+4+2	[		(3.50) ----------	+	--	+	--------]
Subjects and verb - phrases starting with "one of" 3+3+4+2	[		(3.50) ----------	*	----------]		
Subjects and verb - indefinite pronouns always singular, always plural, singular or plural 3+1+4+2	[		(2.50) -----	+	--	+	----------]
Subjects and verb - nouns ending in "s", "ics" 5+3+3.5+2	[		(3.37) ----------	+	-	+	---------]
Subjects and verb - nouns with foreign plural 5+1+3+2	[		(2.75) --------	+	-	+	----------]
Subjects and verb - collective nouns 5+3+3.5+2	[		(3.37) ----------	+	-	+	---------]
Subjects and verb - subjects in inverted sentences 3+1+3.5+2	[		(2.37) -------	+	---	+	----------]
Subjects and verb - subjects and predicate complements 5+1+3.5+2	[		(2.87) --------	+	-	+	----------]
Verbs - principal parts (present, past past participle, present participle) 3+3+4+2	[		(3.00) ----------	*	----------]		
Verbs - verb tenses, passive forms 3+3+4+2	[		(3.00) ----------	*	----------]		
Verbs - verbs following clauses of necessity, demand 4.5+3+4.5+2	[		(3.50) ----------	+	--	+	-----]

	Needs Improvement	Sometimes Correct	Always Correct
GRAMMAR: continued			
Verbs - verbs following "wish" clauses, "if" clauses, "as if" or "as thought" clauses 5+1+4+2		(3.00) X	
Verbs - infinitives 5+1+4+2		(3.00) X	
Pronouns - agreementwith antecedents: basic rules 3+3+4+2		(3.00) X	
Pronouns - agreement with common-gender antecedents, indefinite-pronoun antecedents 3+1+3+2		(2.25)	
Pronouns - personal, compound personal pronouns 5+3+4+2		(3.50)	
Pronouns - interrogative and relative pronouns: who and whom; who, which, and that; whose and who's 5+3+5+2		(3.75)	
Pronouns - pronouns with "to be" 5+3+5+2		(3.75)	
Pronouns - troublesome pronouns (anyone/any one) 3+1+5+2		(2.75)	
Adjectives and adverbs 5+3+4+2		(3.50)	
Negatives 3+3+3.5+2		(2.87)	
Prepositions - superfluous prepositions, necessary prepositions, and prepositions at end of sentences 5+3+4+2		(3.50)	
Sentence structure - parallel structure 5+3+3+2		(3.25)	
Sentence structure - dangling construction 3+3+4.5+2		(3.12)	
Sentence structure - participial phrases, infinitive phrases, prepositional-gerund phrases, elliptical clauses 3+1+3+2		(2.25)	
TYPE OF INPUT:			
Letters and memos - letter placement (margins, etc) 5+5+5+5			(4.87)
Letters and memos - punctuation pattern 5+5+5+5			(5.00) X
Letters and memo - date line 5+5+5+5			(5.00) X
Manuscripts - margins 5+3+4+5			(4.25)
Manuscripts - page numbering 5+3+4.5+5			(4.37)
Manuscripts - front matter, bibliographies 5+3+5+5			(4.50)
Manuscripts - footnotes, patterns for reference footnotes 5+3+5+5			(4.50)
Tables and statistical reports - vertical and horizontal placement 5+3+5+2		(3.75)	
Tables and statistical reports - column headings 5+3+5+5			(4.50)
Tables and statistical reports - table footnotes 5+3+5+5			(4.50)

Please indicate the frequency, in percentages, of input that you produce for department users.

Letters 10 + 15 + 25 + 10 = 15.00 %

Memos 15 + 15 + 25 + 20 = 18.75 %

Manuscripts 40 + 40 + 50 + 50 = 45.00 %

Tables 15 + 10 + 10 = 8.75 %

Statistical reports 20 + 10 + 10 = 10 %

Other (specify) 10 + = 2.50 %

100.00%

APPENDIX F

Users Survey Results

TRAINING AND DEVELOPMENT SURVEY
RECAP

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	
	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	
1. Punctuation Marks												
a. Major Marks	5	5	3	4	6	3	4	5	3	5	4	r: 3-6 mo:
	—	3	3	5	—	4	4	4	4			x̄ = 4.11
b. Other Marks	5	5	3	4	6	3	4	5	3	—	4	r: 3-6 mo: 4
	—	3	3	5	—	4	4	4	5			x̄ = 4.11
2. Capitalization	5	5	3	3.5	6	3	3	5	3	4.75	4	r: 3-5 mo: 3,
	4	3	5	5	—	4	4	4	—			x̄ = 4.12
3. Numbers												
a. Figure Style	6	5	3	4	6	5	4	5	4	4.75	4	r: 3-6 mo: 5,
	5	3	5	5	6	4	4	4	5			x̄ = 4.35
b. Word Style	6	5	2.5	4	6	5	4	5	4	4.75	4	r: 2.5-6 mo: 4
	5	3	5	5	—	4	4	4	5			x̄ = 4.48
c. Special	5	5	2.5	3	6	5	4	5	3	4.75	4	r: 2.5-6 mo 5
	4	—	5	5	6	4	4	4	5			x̄ = 4.43
4. Abbreviations	6	5	2.75	3	6	4	4	5	3	5	4	r: 2.75-6 mo: 4
	4	3	5	5	—	4	4	4	4			x̄ = 4.25
											—	
5. Plurals	5	5	3	5	6	5	5	5	4	5	—	r: 3-6 mo: 5
	4	—	4	5	—	4	4	4	5			x̄ = 4.50
6. Possession	5	5	3	5	6	5	5	5	4	5	4	r: 3-6 mo: 5
	4	—	4	5	—	4	4	4	3			x̄ = 4.44
7. Spelling - Regular	5	5	3	6	6	5	6	5	3	5	4	r: 3-6 mo: 5
	3	—	5	5	—	4	4	4	4			x̄ = 4.55
8. Spelling-Names, Spec	5	5	3	5	6	3	6	5	3	5	3	r: 3-6 mo: 5
	3	3	5	5	—	4	4	4	4			x̄ = 4.25
9. Compound Words, etc	6	5	3	5	6	4	4	5	3	5	4	r: 3-6 mo: 4
	3	—	5	5	—	4	4	4	4			x̄ = 4.38

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TRAINING AND DEVELOPMENT SURVEY
RECAP

	1.	2.	3	4.	5.	6.	7.	8.	9.	10.	11.	
	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	
10. Division of Words	6	4	2.5	4	6	4	4	5	4	3.5	4	r: 2.5-6 mo: 4
	3	—	5	5	—	4	4	4	3			x̄: 4.16
11. Grammar												
a. Agree-Subject	5	5	3	4	6	N/A	5	5	4	5	4	r: 3-6 mo: 5,
	—	—	5	5	—	4	4	4	4			x̄: 4.50
b. Agree-Pron.	6	5	3	4	6	N/A	5	5	3	5	4	r: 3-6 mo: 5,
	—	—	5	5	—	4	4	4	4			x̄: 4.50
c. Sentence	6	5	2.5	4	6	N/A	5	5	4	5	4	r: 2.5-6 mo: 4
	—	—	5	5	—	4	4	4	4			x̄: 4.53
12. Type of Input												
a. Memos, Letters	6	5	3	N/A	6	4	6	6	4	4	3	r: 3-6 mo: 4
	5	—	5	5	—	4	4	4	6			x̄: 4.70
b. Manuscripts	5	5	3	5	6	4	6	6	4	4	3	r: 3-6 mo: 4
	—	—	5	5	—	4	4	4	6			x̄: 4.64
c. Tables, Stat	5	4	2	5	6	4	2	6	4	4	3	r: 2-6 mo: 4
	—	—	6	5	5	4	4	4	6			x̄: 4.38
13. Percentages: Letters	—	5	—	—	10	—	—	—	50%	—	✓	time %
	33	—	50	25	—	5	50	✓	5			x̄ = 25.89%
Memos	—	30	—	—	—	10	—	—	50%	—	✓	
	33	—	25	25	—	5	40	✓	10			x̄ = 25.33%
Manuscripts	90	—	50	100	10	—	80	—	—	100	✓	
	—	—	—	—	—	—	—	✓	80			x̄ = 72.85%
Tables	7	—	—	—	80	—	20	—	—	—	✓	
		—	—	50	—	—	—	✓	5			x̄ = 32.40%
Statistical	3	50	50	—	—	—	—	—	—	—		
	33	—	25	—	100	—	10	✓	—			x̄ = 45.16%
Other	—	15 (M)	— (D)	—	—	90 (G)	—	100 (D)	—	—	(E)	
		100 (F)	—	—	—	90 (G)	— (M)	— (I)	—			x̄ = 99%

(A) lists by alpha + numerics
(B) Too long to get typing done
(C) Program specifications / technical specs.
(D) Special projects
(E) Slow response
(F) Labels only
(G) Warranty policy + manuals (excellent backup to typesetting overload)
(H) Took 4-5 days to get responses back
(I) Turn around = 3-6 days, too slow

#5 not helpful
#15 " "

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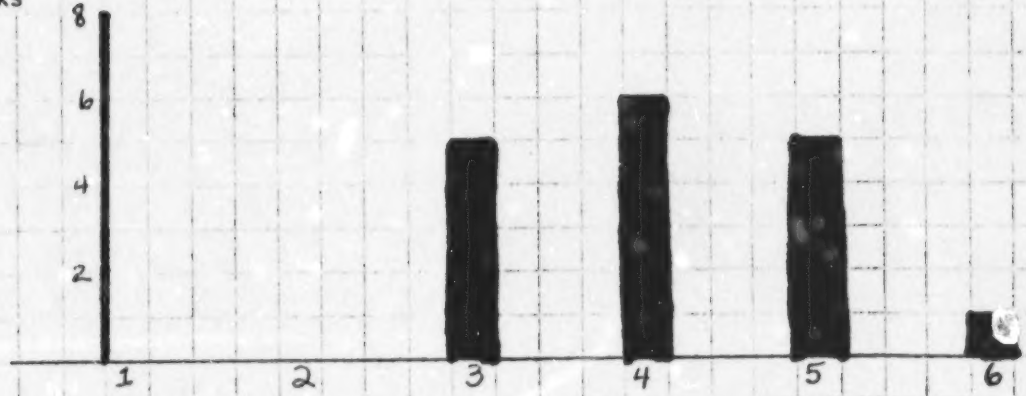
1. a. Major Marks

n=18

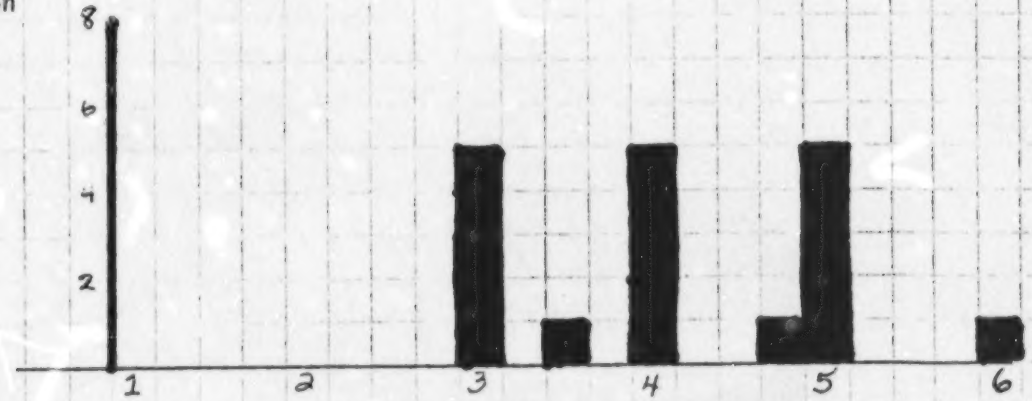
b. Other Marks

n=17



2. Capitalization

n=18

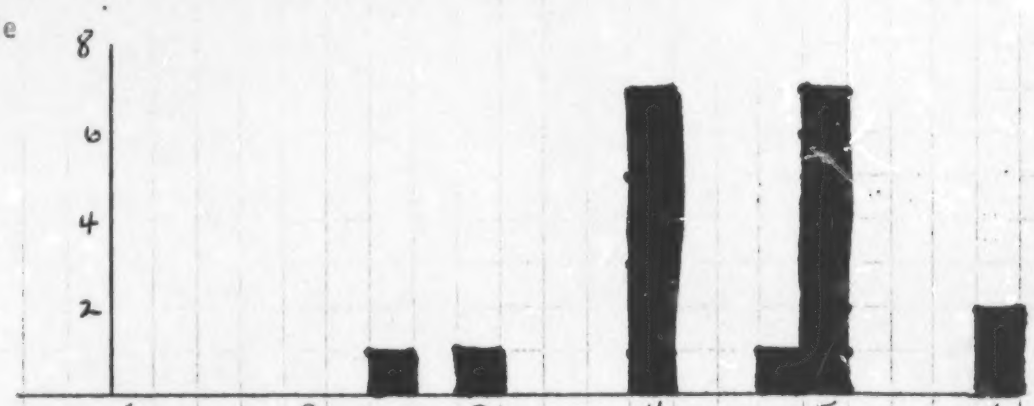


3. Numbers
a. Figure Style

n=20

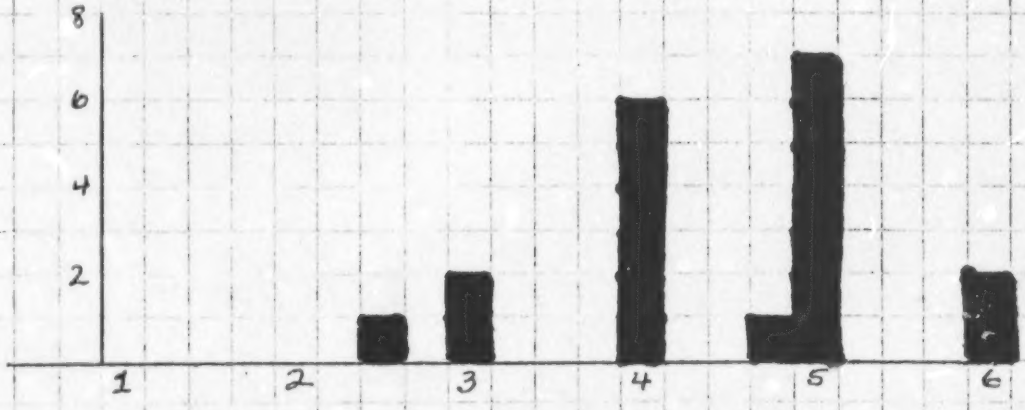
3. b. Word Style

n=19



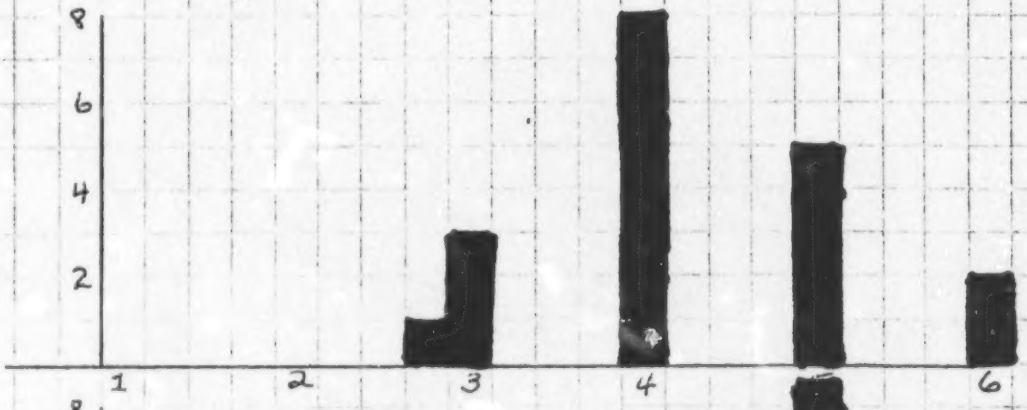
c. Special

n=19



4. Abbreviations

n=19

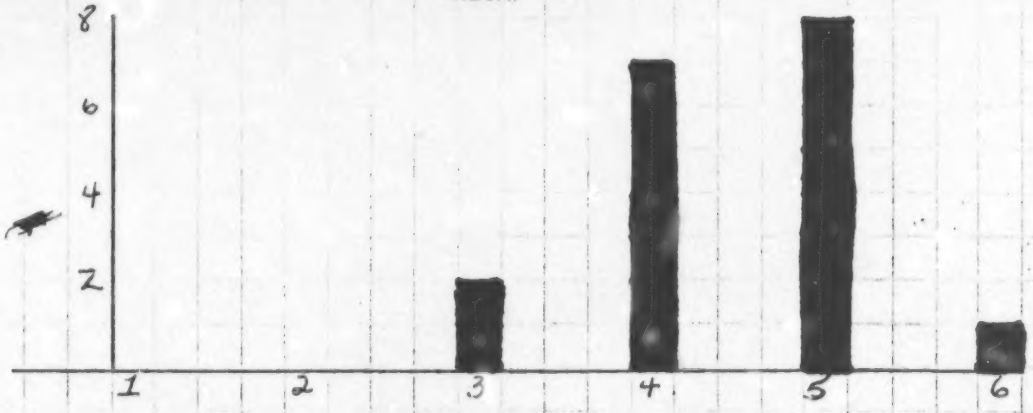


5. Plurals

n=17

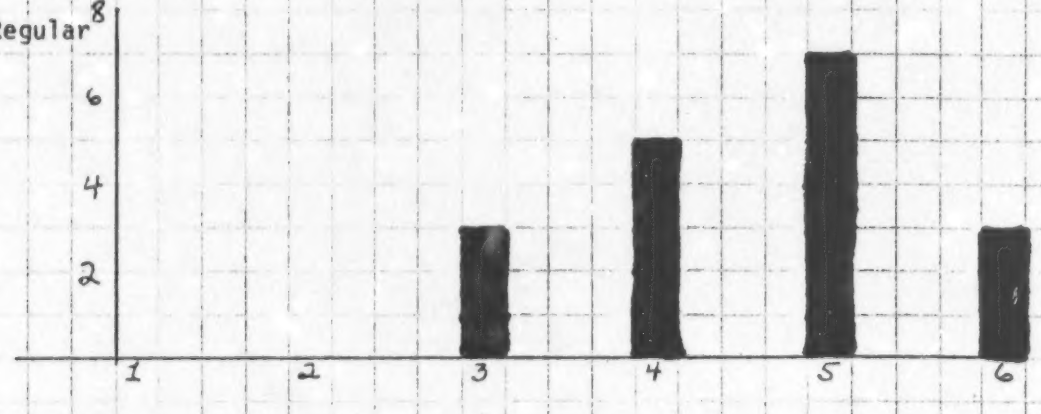
6. Possession

n=18



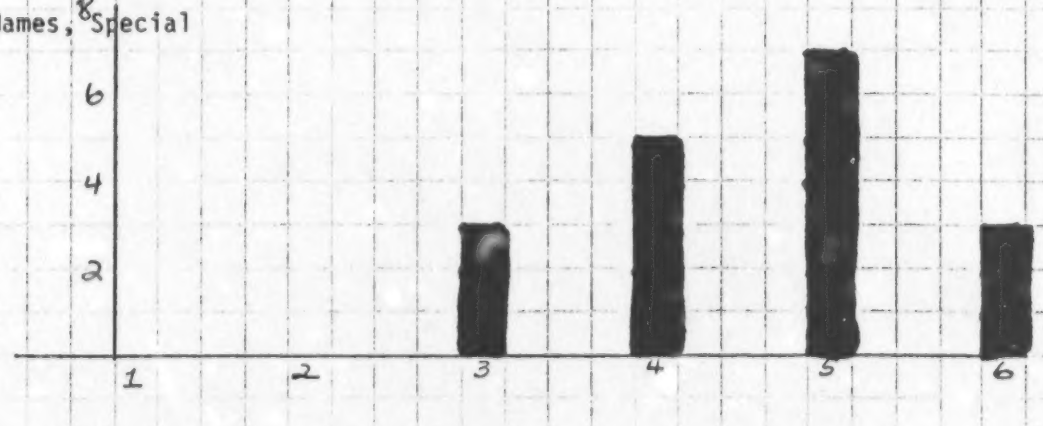
7. Spelling-Regular

n=18



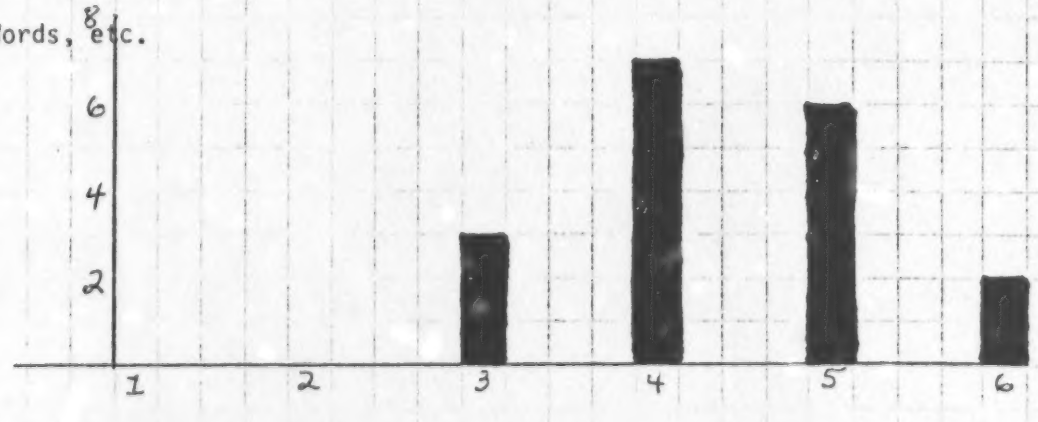
8. Spelling-Names, Special

n=19



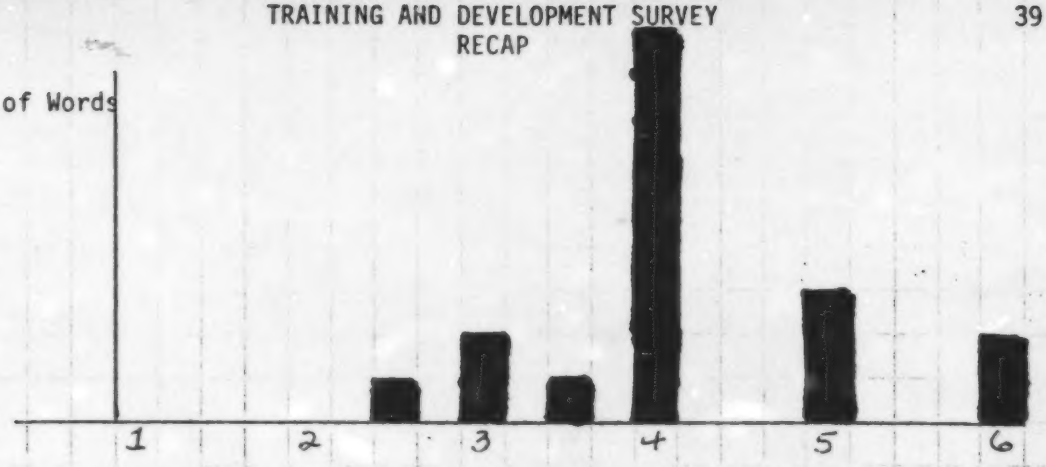
9. Compound Words, etc.

n=18



10. Division of Words

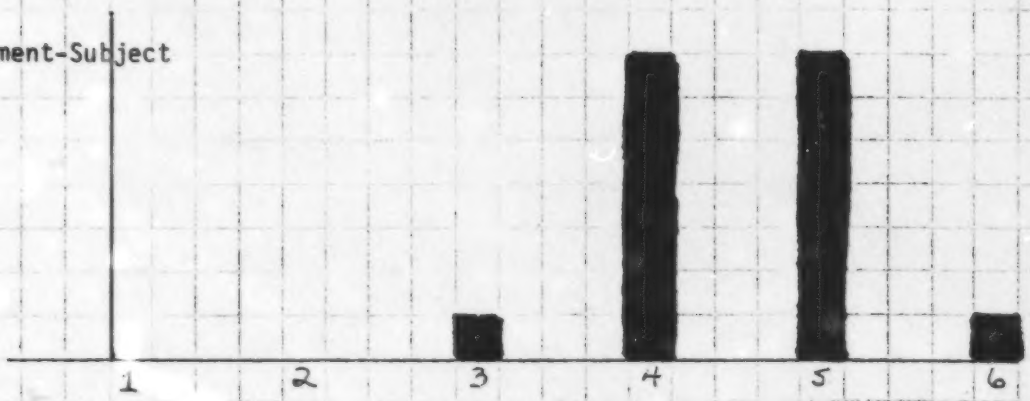
n=18



11. Grammar

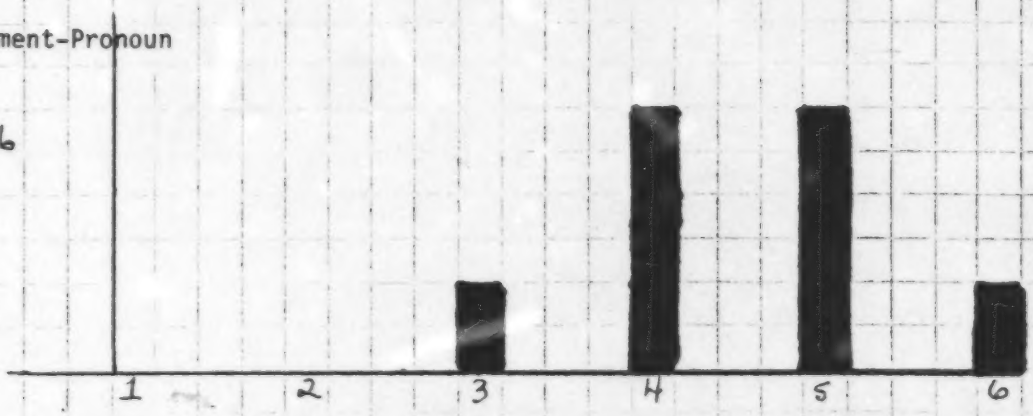
a. Agreement-Subject

n=16



b. Agreement-Pronoun

n= 16



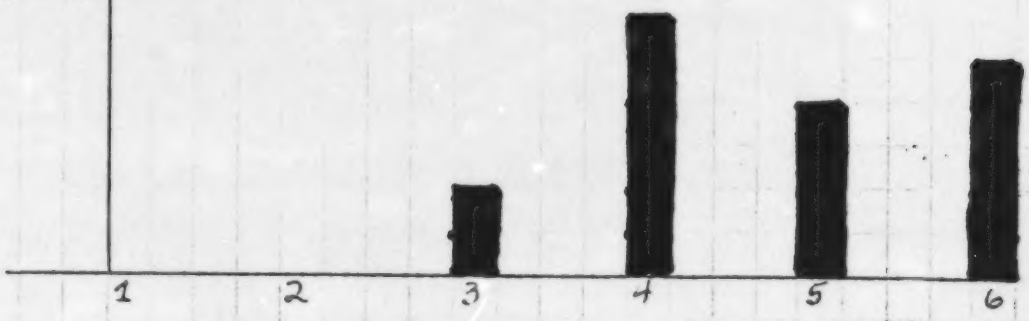
c. Sentence Structure

n= 16

12. Type of Input

a. Memos, Letters

n=18

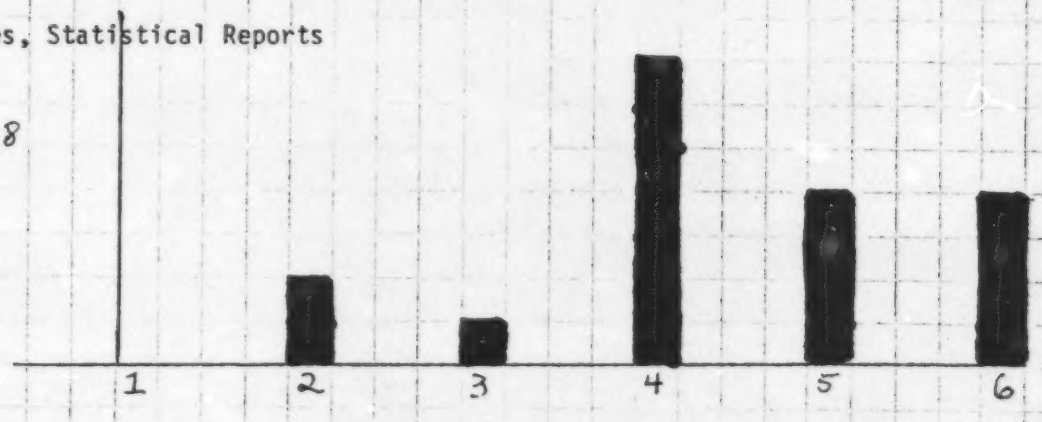


b. Manuscripts

n=17

c. Tables, Statistical Reports

n=18



APPENDIX G

Word Processing Request Form

SAMPLE WORD PROCESSING REQUEST FORM

WORD PROCESSING CENTER
CORRESPONDENCE REQUEST

DATE:_____

NAME:_____EXTENSION:_____

TITLE:_____DEPARTMENT:_____

CORRESPONDENCE TO BE DATED:_____NO. OF CARBONS:_____

ROUGH DRAFT: (Double Spaced) ____ FINAL: ____ Single Spaced
____ Double Spaced

SPECIAL INSTRUCTIONS: (If special format, please include sample or instructions.)

_____

_____

_____

_____

_____

_____

DATE NEEDED:_____DO YOU EXPECT REVISIONS? _____

SAVE MAGNETIC CARDS UNTIL: _____

FOR WP USE ONLY

NO: _____ DATE IN: _____ TIME IN: _____

33A008 DATE OUT:_____ TIME OUT:_____